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ABSTRACT

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Information Series No. 215

CAREER EDUCATION AND THE
TEACHING OF ENGLISH

written by

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1980

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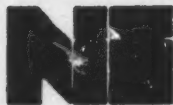
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FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/ACVE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to teachers of English and related fields and educational administrators.

The profession is indebted to Marjorie Farmer for her effort in the preparation of this paper. Recognition also is due Robert Campbell, Karen Kimmel, and Harry Drier, all of the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Juliet Miller, Director of the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development.

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Education

ABSTRACT

This paper provides a framework for understanding the relationship between career education and the English language arts and suggests resources which describe specific practices related to career education in the English language arts. The major areas which are discussed include career education, English language arts, the role of language arts in career education, career development strategies which are appropriate for various stages of the career development process, careers in language arts, and the special needs of linguistically diverse students, i.e., speakers of non-standard English, students for whom English is a second language, and language-handicapped students. The paper attempts to clarify the definition of career education, define the relationship between career education and the language arts, and develop strategies for delivering career education at various educational levels. The paper serves as a resource for teachers of English and related fields, educational administrators at all levels, school board members, university trustees, students and their parents, educational publishers, librarians, the communications media, government officials, employers, and other persons having an interest in career education as an aspect of the teaching of English. (CT)

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INTRODUCTION

This paper is intended to serve as a resource for teachers of English and related fields, educational administrators at all levels, school board members, university trustees, students and their parents, educational publishers, librarians, the communication media, government officials, employers, and other persons having an interest in career education as an aspect of the teaching of English. Both the teaching of English and the preparation of young people for useful careers are shared goals of all these groups, as well as urgent considerations for our national well-being. It is hoped that this paper will direct the attention of its readers to the growing numbers of successful programs, effective curriculum materials, and able practitioners in this field, thus increasing the understanding of the relationship between career education and the teaching of English throughout the educational system.

As career education has developed during the last decade, major accomplishments of that developmental period were to clarify the definition of career education, to define the relationship between career education and the English language arts, and to develop strategies for delivering career education at various educational levels. This paper provides a framework for understanding the relationship between career education and the English language arts, and suggests resources which describe specific practices related to career education in the English language arts. The major areas which are discussed include: (1) career education; (2) English language arts; (3) the role of English language arts in career education; (4) career development strategies which are appropriate for various stages of the career development process; (5) careers in English language arts; and (6) the special needs of linguistically diverse students, i.e., speakers of non-standard English, students for whom English is a second language, and language

handicapped students. Two publications which resulted from the National Council of Teachers of English's Project on Career Education, directed by Charles Suhor, provided the basis for the paper. These were: Essays on Career Education and English, K-12 (Kaiser, 1980) and Career Education and English, K-12: Ideas for Teaching (Kilby, 1980a). In addition, materials identified through a search of the Educational Resources Information Center (ERIC) system have been incorporated into this paper and the resource list found at the end of the paper.

CAREER EDUCATION

Career education is an aspect of the liberal arts, providing the means by which a student becomes both free to choose and enabled to develop a fulfilling way of life thus making a worthy contribution to the community. As officially defined by Kenneth Hoyt, director of the Office of Career Education in the U.S. Department of Education, it is "an effort aimed at refocusing American education and the action of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living" (Hoyt, 1979, p. 5). Understanding the expanded definition of work is important in career education programming. Work is defined by Hoyt as "conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefit for oneself and/or for oneself and others." Thus, work can include both paid and unpaid activities.

Hansen (1977), in a paper prepared for the National Advisory Council for Career Education, provided this comprehensive definition of career education:

Career education is a person-centered developmental, deliberate and collaborative effort by educators, parents, and business-industry-labor-government personnel to systematically promote the career development of all persons by creating experiences to help them learn academic, vocational, and basic skills, achieve a sense of agency in making informed career decisions, and master the developmental tasks facing them at various life stages through curriculum, counseling and community (p. 39).

The Career Education Incentive Act (1977) provided for the implementation of career education at the elementary and secondary levels and for the demonstration of the efficacy of career education at the postsecondary level. In this act

(P.L. 95-207), career education was defined as:

...the totality of experiences which are designed to be free of bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap) through which one learns about, and prepares to engage in, work as a part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life).

As indicated by these definitions, career education has evolved to include an expanded definition of work, and to unify academic, vocational, and basic skills education through the theme of lifelong career development.

The content of the career education curriculum relates to the broad area of career development. Career development is a major element of the total human development process. It is a lifelong process beginning early in life and continuing through adulthood. Hansen (1977) has described career development as:

...a continuous, life-long person-centered process of developmental experiences focused on seeking, obtaining and processing information about self, occupational-educational alternatives, life style and role options, and socioeconomic and labor market trends, and engaging in purposeful planning in order to make reasoned decisions about work and its relation to other life roles with benefit to self and society (p. 39).

Career development "involves all of the experiences from which we form ideas, attitudes, and values about ourselves and the world of work, and make career choices" (Kilby, 1980a), p. xiii). Career development goals cluster around three themes that include self awareness (an understanding of personal values, interests, abilities, self-perceptions, and skills), career awareness (an understanding of the occupational world including occupational clusters, opportunities, and requirements), and career decision making (including an understanding of the career decision-making process and application of that process to career-related decisions).

The nature of the career development process has been clarified through career development theories and the subsequent conduct of research to test those theories. This work has provided information about the career development stages that occur throughout the lifetime of an individual. Kilby (1980a)

summarizes these stages: "In the earliest stage of career awareness, approximately from kindergarten through grade six, individuals first become aware of themselves and the environment. In the intermediate stage, in grades seven through nine, youngsters explore in greater depth the careers that are available and they begin to look carefully at their career-related interests, goals, and abilities. In the career preparation stage, grades ten through twelve, individuals actually begin to equip themselves for specific careers" (p.xiii). The purpose of career education is to assure for every student both the breadth and the specificity of preparation that will promote full use of one's gifts to shape a good life for oneself and to affect positively the lives of others.

ENGLISH LANGUAGE ARTS

English teaching means the comprehensive English language arts curriculum at all levels of education. Its elements include the skills of reading and of oral and written communication; the study of the language--its history, grammar, dialects, and levels of usage; the arts of literature and the theatre; and the uses of mass media.

English teachers have developed the following statement concerning the relationship between career education and the teaching of English:

A primary concern is to give learners...an opportunity to achieve language communication competencies that will equip them for the responsibilities of adulthood. A major responsibility of the adult is to do work that yields both personal fulfillment and service to the common good. Further, the English program seeks to prepare learners to participate creatively in the life of the world community. These are career purposes, and they are the purposes of teaching English (Davidson, et al., 1980, pp. 7-8).

These purposes are expressed in English teaching chiefly through two approaches: (1) infusion of career education concepts and practices in classroom work and independent activities and (2) collaboration with the business community as well as parents and other elements of the school community.

Collaboration as a strategy for the delivery of career education is described by Hoyt (1975):

Further, we seek collaboration in meeting these student [career development] needs among the _____

formal educational system, the business-labor-industry-professional-government community, and the home and family structure (p. 204).

Kilby (1980c) suggests collaboration is necessary since "the career education concept is not something educational institutions can do by themselves" (p. 113). Collaboration involves shared responsibility for career education program planning and delivery. "True collaboration in career education exists when all those who have major influence on students' career development share equally the responsibility for guiding students" (Kilby, 1980c, p. 113).

The development of career education goals and of curriculum and teaching activities to achieve these goals needs to consider both the three content areas of career development (self-awareness, career awareness, and career decision-making) and the age-related career education levels (career awareness, grades K-6; career exploration, grades 7-9; and career preparation, grades 10-12). Davidson, et al. (1980) proposes the following career education goals which relate to English language arts.

Goal I: Developing Communication Skills Related to Careers

- Objective 1: Considering occupations related to English
- Objective 2: Recognizing many different kinds of written communication
- Objective 3: Using language, spoken and written, in different ways
- Objective 4: Experiencing a variety of roles through literature
- Objective 5: Examining the uses of English in the communications media

Goal II: Self-Understanding, Values, Definitions

- Objective 1: Developing a systematic method of clarifying values
- Objective 2: Considering values, abilities, interests, aptitudes, and attitudes in relation to occupations
- Objective 3: Understanding the personal significance of work and careers
- Objective 4: Considering the relationships between nonprint media and personal growth, occupational satisfaction and recreation
- Objective 5: Examining values that produce other values

Goal III: Developing Decision-Making Skills

- Objective 1: Making and analyzing career decisions
- Objective 2: Gathering information on career choices
- Objective 3: Using knowledge of oneself and of careers to make tentative career choices (pp. 12-17).

Kilby (1980b) suggests that career infusion is a strategy through which "classroom teachers and other school personnel weave career development goals and activities into the regular academic curriculum and school program" (p. 4). She describes collaboration as the process of "educators, parents, and members of the community designing learning materials and experiences to illustrate to students the close relationships between learning, or career preparation." An approach for analyzing both the goals of career education and the goals of English language arts to identify those career education goals which are most nearly congruent with the English language arts curriculum has been suggested by Suhor (1980). He suggests that "certain goals of education and subject area instruction will be viewed as congruent; others as overlapping; still others as distinctive" (p. 24). With congruent goals, the career education and English language arts goals match exactly. With overlapping goals, key areas are similar to other aspects of both the career education goals and the English language arts goals containing some aspects that are not shared. Finally, "some language arts goals are their own excuse for being--that is, they are distinctive, having no apparent career relevance except for the student who might later become a language arts specialist..." (p. 27).

Suhor's notion of congruence provides a basis for both teachers and curriculum developers. He suggests that this goal-analysis approach can support the career infusion process. This process moves away from the notion that all teaching of English is directly relevant to the careers of students and from the notion that infusion is achieved by the development of a few career-oriented units.

THE ROLE OF ENGLISH LANGUAGE ARTS IN CAREER DEVELOPMENT

In the resolution passed at its 1979 convention, the National Council of Teachers of English stated that "the relationship between English and career education...is based on the English language arts teacher's expanded role in each student's career development." That role includes helping each student achieve at least three basic career competencies:

The communication, understanding and skills necessary to become employable, to continue education throughout their lifetimes, and to pursue developing vocational and avocational interests; increased self-awareness and direction, expanded career awareness and aspirations, and appropriate attitudes about the personal and social significance of work and careers as a result of clarifying their values through literature and the other disciplines of English; and decision-making skills necessary for future long-range planning (Davidson et al., 1980, p. 12).

Communication competencies, self-understanding, and decision-making skills, as goals for the teaching of English, help the teacher focus and direct instruction, and help students find meaning and purpose in their study. Language development, like career development, is an aspect of the whole process of human growth and development, that begins in infancy and extends throughout maturity. Two basic human needs are served through a career education approach to the teaching of language arts: the need to communicate with others (verbally and nonverbally, through print, sound or visual representation or enactment), and the need to work (to make, express, achieve, to give meaning, purpose, and order to one's life).

CAREER AWARENESS (GRADES K-6)

The career development process actually begins prior to school entry as the child engages in play activities, interacts with family members and other children, and begins to develop distinctive attitudes, values, and interests. During this awareness phase children are forming early attitudes about work roles and are gaining increased exposure to a variety of career areas. The purpose of career education during the early years is to provide learning activities that expose children to a variety of adult work roles, that help them understand the meaning of work, and that begin to clarify the relationship between education and life roles.

The process of career education begins, for the pre-school child, in the business of play, as the child's energies are focused on the tasks of imitating adults and playmates, developing relationships, making and breaking things, drawing, talking, listening, and role playing. Children's games, toys, and stories all serve basic human needs--to communicate, to work, and to use one's talents. No one who has observed a child going about the important business of play can seriously question the primacy of work in human development. And no one who has

found, as an adult, employment at tasks that are personally rewarding and pleasurable should doubt seriously that this is what healthy career development should be. The aim of good career education is to help each child discover or invent work that provides both self-fulfillment and service to the well being of the community.

Career development, then, "begins as soon as children begin to observe the lives of their family members and the people closest to them. In their earliest interactions with others, children begin to develop attitudes, values, and ideas about themselves and the world around them, which ultimately will influence their way of life choices and decisions, especially those regarding their career choices" (Kilby, 1980a, p. 3). This career development process is nurtured by parents, siblings, playmates, and teachers.

Children's literature is a powerful resource for supporting career development. There are many good writers who, in various ways, "present the theme that good work is a source of profound satisfaction to human beings" (Russell, 1980, p. 148). Russell has supplied lists of carefully selected children's books that give children the opportunity to participate imaginatively in many kinds of work experiences: Farm Work for Family Survival, Caring for other Family Members, Caring for Pets and Other Animals, Aiding Friends and Other Non-Family Persons, Work for the Community, Creating Dramatic Performances, Career Goals, and Problems during Careers. The headings under titles as grouped in Russell's study illustrate the connections that should be made between the real life of the child who is hearing or reading the story and the lives of fictional characters. Career awareness depends on this understanding of work as useful, enjoyable, important, and possible for each person.

In addition to literature, the oral communication experiences of the early school years offer many opportunities for career development. The learner's success throughout the school career and in adult employment will depend, to a great extent, on the ability to communicate effectively and pleasantly with other persons. "Most productive activities involve communication among human beings" (Davidson, et al., 1980, p. 10). Teachers will find ways of using many everyday activities, such as interviewing parents, community members, and school people about their work to help students develop the oral communication skills they need. Classroom conversations with the teacher or classmates is an essential element in this career-oriented teaching, not simply a way of filling classtime, or facilitating the management of other classroom activities. When each learner is given the privilege of carrying out a responsible classroom

role, oral communication becomes a natural and integral part of being a hall monitor, a keeper of the booklist, a leader of the class team--a worker in the classroom community.

The renewed emphasis brought to the teaching of oral communication by the Basic Skills Act of 1978 is a great asset to this aspect of career education. The Speech Communication Association has published Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates (1979) which provides a useful summary reference for teachers from grades kindergarten through twelfth grade. In addition, the Standards for Effective Oral Communication Programs published by the American Speech-Language-Hearing Association and the Speech Communication Association (1979) states as a central premise that adequate oral communication frequently determines an individual's educational, social, and vocational success. The Standards provide a useful framework for developing oral communication programs that will give students these essential competencies.

Also, writing begins to play a key role in career development during this period. A primary purpose for the teaching of writing has always been to give students control of this powerful tool for self-discovery and for analysis of their own growing capabilities in relation to possible life-roles. Keeping a personal journal, as well as other forms of creative and expressive writing, are means of achieving these objectives. Writing is an important way of learning and using career-related information. Students can write to appropriate sources for career information; they can gather and organize data about the careers of famous persons or characters in literature, as well as persons present in their everyday lives.

The National Council of Teachers of English has published Standards for Basic Skills Writing Programs (1979) that emphasize these functions of writing: self-discovery, developing relationships between ourselves and others, and shaping particular messages appropriate to our purposes in communicating with others. Here, as in the Oral Communication Standards, teachers have stressed the connection between teaching the skills of communicating and using these skills for life-purposes. This is the career connection.

CAREER EXPLORATION (GRADES 7-9)

During the late elementary years, students are beginning to focus on specific careers or career clusters that seem congenial to their talents, experiences, and interests. They have typically begun to develop an increasingly realistic

assessment of their own strengths, their preferences, and their personal assets and deficits. As Kilby (1980a) indicates:

During this stage of career development, students begin to think about careers for themselves, and they have a strong interest in reading about specific careers, in talking to people about their jobs, and in imagining themselves doing certain kinds of work (p. 17).

Throughout the middle school/junior high years, students need opportunities to explore career options more systematically, to continue to increase their understanding of the relationship between school and work, and to develop a beginning understanding of the career decision-making process and their responsibility in this process. Career focused education activities during these years need to be focused on expanding students' knowledge of career options and on stimulating their interest and involvement in the career planning process.

English teachers who see their work as promoting self-actualization--helping individuals to achieve fulfillment of the potential within themselves--will provide many experiences to support this career exploration process. Many opportunities need to be provided for each student to build secure self-esteem through responsible participation in the business of the class, as well as in independent and creative work and study.

In this developmental period, opportunities can be provided for children to analyze and improve their communication skills, as they use these skills to learn about the fifteen career clusters: agribusiness/natural resources, business, communication, consumer/homemaking education, construction, environment, fine arts/humanities, health, hospitality/recreation, manufacturing, marine service, marketing/distribution, personal services, public service, and transportation. As students talk, read, and write about these clusters and the range of specific jobs included in each, they will experience the underlying theme of career education--perceiving relationships, interdependence among human activities and the range of potential within themselves.

Lemke (1980) reminds teachers that many young people have limited contact with the careers of their parents, knowing only that the parent goes down to the plant, goes to the office, or punches a clock. Far too many students see their parents unemployed, and have, therefore, a blighted view of the world of work in relation to their own lives. English teachers, Lemke believes, should see in this situation an opportunity to

make their teaching an exciting, purposeful, and deeply valued element in their students' development. Literature, for example, opens a door on the career experiences of others in many times, many places, and working with many different sets of talents, opportunities, and limitations. Literature provides an imaginative expansion of the range of options open to each reader. Lemke proposes also the use of creative drama to "dramatically experience human relationships--power struggles--between workers in society" (p. 40), as well as more specifically job-oriented tasks--interviewing workers in various career clusters, writing business letters, and observing letter writers at work. The balance between the directly practical and the broadly humanistic aspects of the English program are to be carefully maintained.

Career Education and English (K-12): Ideas for Teaching (Kilby, 1980a) suggests a variety of teaching activities for use during the middle school/junior high years. A sample of these activities includes using communication skills in work simulation situations, building a personal career ladder, exploring occupational stereotypes, learning methods for researching occupations, and providing mini-internships for students in the community.

CAREER PREPARATION (GRADES 10-12)

In this period, as students are approaching major career decisions, the English program should foster continued self-analysis, goal-setting, and decision making, in addition to the practical skills of initial job-seeking and plans for further career preparation in vocational-technical schools or college. Kilby (1980a), again provides clarification of this career development stage:

At the high school stage of career development, students have acquired a basic awareness of careers and of themselves, and they are beginning the process of preparing for one or more careers in which they have interest and ability or talent. They begin to set specific goals and analyze the decisions they must make to achieve these goals (p. 29).

Career education at this level has the dual purpose of helping students prepare to make plans of how they will implement career choices necessitated by their exit from the K-12 educational system and of the need to understand the tentativeness of the career plans that will be modified and expanded throughout their life time.

Increased self-understanding is an important prerequisite for career decision making. Useful sample exercises designed to facilitate the development of self-understanding in relation to career selection are outlined in Davidson et al. (1980), Kilby (1980a), Roberts (1980), and Kaiser (1980). In these activities, students are asked to use their language/thinking skills and their experiences with literature in the development of personal values and in the decisions they will make about careers. For example, students might be asked to describe their own career goals and their plans for reaching these goals, and to consider the relationship between career choices and their own future life styles. Activities of this kind require students to practice a combination of introspective reflection, research, and observation. It makes both writing practice and oral communication significant in personal growth as well as in skill development.

Literature continues to be a rich resource for teachers in career education at the high school level. Kilby (1980a, pp. 38-40) supplies a list of short stories, poems, and novels that feature workers in a variety of professions, along with activities that will help students use the material for their own development. Through the use of literature, students can use poems, short stories, and novels to analyze a particular profession including the characteristics of individuals in the profession and its impact on life style.

Similar activities and experiences are suggested by Kaiser, who offers recommendations for the classroom use of popular young adult fiction as an element in shaping students' career choices. The kind of career knowledge students gain from literature, Kaiser points out, is "significant to all students, who must consider themselves as human beings, whether their career expectations include being a doctor, an assembly-line worker, or an insurance salesman" (p. 106).

To enhance the effectiveness of reading instruction for career preparation, Levin (1980) lists eleven ways of connecting content area reading to career interests. She states that:

Students must be made aware that reading plays a vital role in enhancing or impeding their future plans for immediate or ultimate job entry...
(p. 32).

Four major areas of basic reading and study skills that expand a student's range of career choices are word-recognition skills, word-meaning skills, comprehension skills and study skills.

Career preparation in the high school English classroom includes

many directly employment-related activities. Studying the job market, through newspapers and trade/professional journals, as well as through visits; mini-internships, shadowing workers, and interviews; preparing resumes and portfolios of work and interests; filling in sample job applications; and participating in simulated job interviews are among the teaching practices recommended and identified as effective and highly motivating for students. These activities require direct application of reading, organizing, evaluating, and oral communication skills; and they draw upon the experiences of self-study and analysis of talents and abilities students have developed in their journals and other writing.

As students complete the career preparation period, however, it is important to consider the humane as well as the practical aspect of English programs. Davidson et al. (1980) identified affability as one of the qualities the English classroom can promote and encourage for career success. "Social graces still count a good deal in a job interview," Shenk (1980, p. 40) quotes a teacher as saying in evaluating a career education activity for her students. Davis and Nall (1980) conclude, similarly, that "most work is not only, nor even predominantly, task dependent. It is relationship dependent" (p. 58).

Communication has been called the essence of courtesy, depending on each person's caring that the other should understand what is being communicated. It is based on mutual respect and on a sense that what is to be communicated is worthy of attention. The English classroom can make a significant contribution to the development of self-confidence, friendliness, interest in others, and facility in expressing ideas and feelings that make the student a pleasant addition to the workplace.

The traditional teacher of the English language and its literature has another significant contribution to make to the career education of young people. Albert Einstein once said that "imagination is more important than knowledge." Imagination is the intellectual capacity, preserved from childhood's insights and nurtured through literature and drama, that allows one to invent, to create, to expand reality beyond the immediate, to perceive one's own best possibilities and move to achieve them.

Students need to "perceive themselves and society as being in continuous process" (Farrell, 1980, p. 126) with their lives and experiences being interdependent with those of others in other places, other times. He suggests several ways that students can become empathically involved in the working decisions made by persons in various occupations; and ways of

imagining participation in their own futures. Students might be asked, he suggests, to role play the decision-making process of a teacher who discovers a favorite student cheating on a test. Or they might be asked to write out the response they would give, at age seventy-five, to grandchildren asking about highlights of their lives.

The teacher of English language arts has countless opportunities, throughout the twelve years of elementary and secondary education, to promote each student's preparation for a productive and satisfying career. Only a few of these techniques and activities have been specifically identified here; many more are described in the resources listed later in this paper. Some of these techniques will suggest themselves to teachers who are teaching English with students' career development in mind. Such teaching is characterized by a high degree of collaboration with other faculty members; with parents and community members; with business, the professions, and industry; and with students in the academic workplace. Students in such classrooms are likely to be successful in mastering communication skills, because these skills are taught not as isolated and frequently meaningless drills, but as ways of learning and expressing important ideas and doing things that are personally significant to the learner. The next connection that must be made by each student, well or ill prepared, is career entry.

CAREER ENTRY (POSTSECONDARY AND ADULTHOOD)

College, university, vocational, technical, professional, and adult and continuing education are all a continuation of the career preparation stage with gradual emergence into the career entry stage. During these educational experiences, students are clarifying and reality-testing earlier career decisions, expanding their repertoire of career-related skills, and developing behavior and attitudes needed for career entry.

Language arts experiences to which students have been exposed previously during the K-12 school experience, and to which they are exposed subsequently during their postsecondary and adult/continuing education experiences can contribute to their success during this career entry stage. The English language arts competencies support the following elements of the career entry process: (1) decision making, first focusing on a career cluster, then narrowing the field with reference both to the job market and to one's own interests and abilities; (2) locating an appropriate work opportunity; (3) documenting one's qualifications for the job by developing a resume and completing an application form; (4) completing examinations and interviews; (5) surviving the induction or probationary

period on the job; and (6) coping with and adjusting to the work setting.

Career entry may also mean creating a work opportunity, by perceiving and evaluating a need in the community for a service one would become able to provide. Especially in times of economic change and recession, students need to know there will not always be an employer, in the traditional sense at least, but there will always be work that needs to be done. The English program can help students develop capacities for self-appraisal, for surveying community resources to gain imaginative insight as well as logical analysis of possible responses to economic and social needs, and for communicating effectively with others.

For decision making, making choices among career clusters and among specific jobs within a cluster, the student draws on lessons and experiences in using research techniques for studying the field--interviews, observation, mini-internships, reading, discussion; and on all the self-analysis, introspection, assessment, and projection developed through writing and other language activities.

Students need the practical skills of studying the economy and business in newspapers and other publications, and making practical decisions about where to go and how to begin the active search for employment. Preparing a resume and filling out a job application are practical uses of writing skills, drawing on personal journals and other self-evaluative writing. Test-taking skills cannot be taken for granted; they can and should be directly taught. The job interview is a dramatic scene, one which students enjoy enacting. The power of authoritative role playing to prepare students for the real test has been demonstrated over and over in secondary English classrooms.

Attention needs to be given to the last, and in many ways the most, critical element in career entry: surviving the induction period. The internship programs provide the opportunity for students to experience this transition from applicant to employee. The English teacher can help again with establishing connections. The habits of sensitive communication--really listening, attentively and courteously, to others, and speaking with appropriately assertive or responsive clarity, as well as reading and following directions, studying and evaluating relationships among people and among groups--all of these and related communication skills are important resources for the employee on the job.

Career education in English continues throughout the worker's

life. Throughout adulthood, individuals will confront a variety of career development needs such as career maintenance, career advancement, career reentry, and retirement. Through both formal and informal learning situations, adults need English language arts activities to help them develop, improve, and expand English language arts competencies related to these adult career development needs. Farrell (1980) suggests that learning opportunities will expand to include:

self-determined programs of home reading; extension courses; universities without walls; nonresidential colleges; diverse late afternoon and evening programs; videotape and sound cassettes for home viewing and listening; programs on the computer; and courses sponsored by business and industry... (p. 127).

PREPARATION FOR CAREERS IN ENGLISH/COMMUNICATION

Earlier sections of this paper have focused on generic career education goals that most appropriately can be implemented through the English language arts curriculum. For those students who select career areas that are directly related to English language arts, an expanded range of specific English language arts competencies becomes important. These are the distinctive goals that Sphor (1980) describes as having "no apparent career education relevance except for the student who might later become a language arts specialist--an English teacher, editor, lexicographer, or poet, for example" (p. 27).

This language arts occupational cluster includes a substantial and expanding range of careers that make special demands on the worker's interests, talents, and skills in using language and literature to express, and to communicate ideas and feelings. Students who select English (communication) as a major concentration in their postsecondary education have traditionally been oriented mainly toward teaching English in secondary schools and colleges. Teaching English is still a major field of interest, though teachers may find themselves working in a number of related subject areas, and in a variety of nontraditional situations, and serving a nontraditional clientele. Their concentration may shift to a focus on speech-communication, reading, elementary or early childhood education, communication arts, journalism, or teaching English as a second language. They may teach language to handicapped learners, (the aphasic, the dyslexic, or the blind), work in adult basic education in lifelong learning programs; teach in various kinds of institutions--correction, geriatric, and mental, for example; or work in the fast growing field of corporate communications. Students' love of books may lead them, instead, into writing, editing, printing, publishing, and other journalistic

ventures. The burgeoning field of libraries and information sciences needs students with language arts competencies in an increasing range of roles and assignments. Society's need to know, served by its need to manage and disseminate information in useful forms, has opened a vast and growing field of creative employment.

The English/communication occupational cluster contains a variety of specific occupations. Some of these such as English teacher, school librarian, and television announcer may be highly visible to students. Others such as teaching English to special populations, adult education, and occupations in corporate communications may be less obvious. Career education experiences in the English language arts curriculum can help students become aware of and explore these English/communication skills occupations. Possible activities include writing, editing, and publishing newspapers, books, news broadcasts, and learning materials; studying newspaper help wanted advertisements to identify new and emerging occupations; and having people in language arts occupations meet with students through visiting classes or through field trips.

Because of the expanding and changing nature of occupations that require strong English language arts skills, it is important for language arts teachers to increase their own awareness of these occupational areas. This can be achieved through both preservice and inservice educational experiences. The Conference on English Education has established a Commission on Preparing and Retraining Teachers of English Language Arts to work with new clients. That commission reported (Hipple & Steiner, 1980) that it has identified over thirty new clients in the United States and in English-speaking countries around the world, as well as a wide range of related programs for which the person trained in the English language arts is well qualified. Another recent writer on English teacher preparation (Diskin, 1977) reports on her success in encouraging teacher candidates to see themselves as lifelong pupils, seeing their careers as evolving in response both to personal needs and growth as well as to the changing needs and opportunities in the community.

LINGUISTIC DIVERSITY AND CAREER EDUCATION

Of special importance to career education programs are those individuals whose English language arts competencies act as a barrier to employment opportunities. The linguistically diverse include three groups of students: (1) those who speak a nonstandard variety of American English; (2) those whose first language is not English; and (3) those who are handicapped in the learning and use of language.

Many business leaders say that the single most useful thing English teachers could do to improve the entry level employability and the overall career potential of members of these groups would be to teach them to speak clearly and to communicate directly in the employment interview. The work of the Speech Communication Association, Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates (1979), is the most useful summary available for teachers in this area. Basic skills legislation, which has funded new programs, has stimulated the development of instructional procedures to support basic English language skills. The work of adult educators in the area of basic adult education has resulted in the development of basic competencies and instructional strategies related to these competencies.

The work of the National Assessment of Educational Progress program has assessed current levels of achievement of four age groups (nine-year olds, thirteen-year olds, seventeen-year olds, and adults). This program has identified the following communication skills related to career development (National Assessment of Educational Progress, 1977, p. 6):

- A. Recognize communication skills needed to become successful in careers

- B. Listen to and understand spoken and visual instructions, directions, and information
- C. Read and follow written instructions and directions
- D. Read and understand pictorial, graphic, and symbolic information
- E. Give directions, explain, describe, and demonstrate clearly
- F. Give organized and informative oral presentations
- G. Write organized, legible, and articulate reports and summaries
- H. Prepare concise letters, messages, "want ads," and telegrams

The result of a nationwide assessment of all four age groups shows differences in performance on these objectives related to region of the country, socioeconomic status, and race.

In planning career education experiences to help these special groups develop basic competencies in occupational-related communication skills three major considerations are important. First, alternative curriculum materials and instructional techniques which are demonstrated to be effective with these groups need to be developed and implemented. Shaughnessy (1977) reports on a program of this type designed to teach writing skills to special admission students at CUNY in New York. The Center for Applied Linguistics published Dialects in Educational Equity in 1980, a series of thoughtful papers on the key issues surrounding dialect difference and equal educational opportunity.

Another major consideration related to teaching language arts to special groups is the need to maintain respect for the diversity that they represent. Each of these groups has unique attributes that can provide a contribution to the enrichment of the educational and occupational situation. Without an understanding, however, of the nature of dialect difference, the relationships of language to culture, to self-concept, and to intellectual development, many traditionally educated teachers of English language arts are attempting to correct students' speech rather than expand their linguistic range. What often happens is that speakers of certain nonmainstream dialects are discouraged from participation in a rich variety of language communication activities that would open up for them access to their own full language and career potential. Neither adequate education nor fulfilling careers are available to students whose language has been treated as a barrier to learning.

Finally, it is important to help students understand their rights under new legislative and policy mandates, and to help

teachers and employers understand their vital role in reducing barriers to employment. Through training programs, special materials and redesign of the work situation, competencies can be strengthened. Students need to understand their legal rights in employment situations including a knowledge of the types of questions that can legally be asked in employment interviews and due process procedures, which are available to them if they suspect that employment discrimination has occurred.

IMPLICATIONS AND SUMMARY

This paper has reviewed several issues related to career education and the teaching of English language arts. The major implications of this discussion are as follow:

1. Career development is a lifelong process of growth that begins in early childhood and extends throughout adulthood. This means that individuals need help in developing career-related English language arts skills throughout the life span.
2. English language arts skills are necessary for career success. These include not only basic skills (writing, reading, oral communication, and study skills) but also higher level skills (decision-making, interpersonal communication, research, and reference skills).
3. The development of career education in the language arts program involves the use of two key strategies, infusion and collaboration. Infusion of the career education concept into the English language arts curriculum needs to be preceded by an analysis of the similarities and differences between career education and language arts goals to identify congruent and overlapping goals that will provide the basis for curriculum development. Collaboration involves the process of English language arts teachers working cooperatively with teachers in other curriculum areas, parents, business and industry, and the community to develop career education programs.
4. English language arts career education activities can support the development of career-related

competencies at all educational levels. Career development theory and research indicate several stages of career development. In designing curriculum and collaboration activities, it is important to consider the needs of students at these various stages. Career awareness (grades K-6) is a period when children need to be exposed to a variety of career areas, to begin to develop an understanding of the meaning of work, and to develop an initial understanding of the relationship between education and life roles. During the career exploration period (grades 7-9), students need to explore more systematically career options, to continue to increase their understanding of the relationship between school and work, and to develop a beginning understanding of the career decision-making process and their responsibility in this process. During the career preparation period (grades 10-12), students are approaching major career decisions. At this time they need help in career planning activities including self-analysis, goal-setting, and decision-making, in addition to the practical skills of initial job-seeking and developing plans for further career preparation in technical schools or colleges. Career entry and progression are the career development needs of postsecondary students and adults. Career entry involves the need to clarify and reality test earlier career decisions, to expand one's repertoire of career-related skills, and to develop the behaviors and attitudes needed for career entry. Career progression involves the process of maintaining one's career throughout the lifetime. This involves the need to develop English language arts competencies that will support career maintenance, career advancement, career reentry, and/or retirement.

5. There is a large cluster of occupations related to the language arts area. One goal of language arts career education programs is to help students explore these occupations. Of particular interest are emerging occupations related to the language arts areas such as information science and corporate communication. English language arts teachers need to be aware of these occupational areas and design learning experiences to help their students study these occupations and develop the unique language arts competencies needed to enter these occupations.
6. Three special groups, speakers of a nonstandard variety of American English, those whose first

language is not English and those who are handicapped in the learning and use of language have special career education needs. When designing programs for these students, it is important to develop special learning activities to support English language skill development for these students, to appreciate and use the unique contributions that the diversity of these groups represents in educational and occupational settings, and to help students understand their legal rights to equal employment opportunities.

Throughout the decade of the seventies the concept of career education in relation to the teaching of English language arts has been clarified and major efforts have been devoted to the development of career education curricula for use in teaching English language arts at all educational levels. The resource section of this paper highlights these key developments. Career education is a theme that can be used to reconcile traditionally divergent areas such as liberal arts, vocational preparation, and basic skills training. Davidson, et al., 1980 have clearly summarized this notion in the following quote:

While the teaching of English undergoes continual redefinition, its inherent purpose is steadfast: to give students the opportunity to achieve communication competencies that will serve them as adults in seeking personal fulfillment, in giving service to the common good, and in participating creatively and effectively in the life of the community. Career education, broadly defined, can help us revitalize the content and the methodology of the school English program (p. 19).

APPENDIX: RESOLUTION ON ENGLISH AND CAREER EDUCATION
NATIONAL COUNCIL OF TEACHERS OF ENGLISH,
NOVEMBER, 1979

The English language arts teacher strongly influences students' career awareness, exploration, and preparation. Because the goals of language arts instruction are both practical and broadly humanistic, there is an inherent relationship between those goals and the development of values and competencies needed in the world of work. The National Council of Teachers of English (NCTE) Executive Committee, recognizing the potential for productive infusion of career concerns in English language arts programs, endorsed the federally-funded NCTE Project on Career Education and English in 1978-1979.

NCTE has warned against narrowly utilitarian, vocational views of English programs and has rejected "tracking" that masquerades as an attempt to serve the individual student's interests or abilities. The relationship between English and career education, properly understood, is based on the English language arts teacher's essential role in each student's career development. The goal of career education is to focus more clearly on those relationships, making career-related aspects of the English language arts programs more explicit to teachers and students, and integrating career education into English instruction more naturally and effectively.

RESOLUTION

RESOLVED, that NCTE recognize the responsibility of English teachers to integrate, wherever appropriate, career education into English instruction and to collaborate with other professionals, parents, community members, business, and industry in developing students' sense of career potential.

RESOLVED, that NCTE encourage individual schools and school districts to create curricula and program proposals that make clear the valid connections between the goals of language arts instruction and the goals of career education.

RESOLVED, that NCTE communicate to employers and to the public the ways in which the broad humanistic goals of English instruction can contribute to the growth and competence of individuals in all fields of work.

RESOLVED, that NCTE urge producers of instructional materials to integrate career-oriented concerns with language arts materials at all levels.

RESOLVED, that NCTE reaffirm its commitment to education for all by resisting attempts to develop career-related programs that limit rather than expand the students' sense of personal worth and career potential.

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